POBALSCOIL LÍOS NA COÍLLE

OLD BAWN COMMUNITY SCHOOL

CODE OF BEHAVIOUR

(Whole School Document)

Rev. April 2015

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MISSION STATEMENT

Old Bawn Community School is a place of learning and personal growth. Our community includes our students and their families, our teachers and staff, our trustees and our adult students. We have a place in the wider community and in the overall educational community.

All parties to our school have their rights and duties within our structures.

Our commitment is to learning in its broadest sense and our procedures and practices reflect this. Respect for the uniqueness of each member of our community commits us to maintaining a caring working environment in which all can achieve fulfilment.

CODE OF BEHAVIOUR

Old Bawn Community School has clear expectations of students' behaviour and commitment to work. These expectations and the means by which they are pursued are spelt out in this document. They will also be made clear to the whole school community through the student journal, by display within the school, through parent newsletters, parent meetings and other suitable opportunities.

Old Bawn Community School believes that the primary responsibility for the student's behaviour lies with the students themselves. Parents/guardians, as the primary educators of the students, have a major role by partnering with the school and its staff, to create an environment where learning and growth can take place amidst an atmosphere characterised by mutual respect and courtesy.

The Code of Behaviour attempts to strengthen and reinforce the good work done by parents at home.

The acceptance of this code, enshrining the high standards Old Bawn Community School seeks to maintain, forms the basis of a three-way understanding between parents, students and the school.

Students are required to:

1. Record all home exercises and classwork in school journals which must be kept in good condition.
2. Keep books and equipment in a neat and presentable condition.
3. Explain all absences in writing from a parent or guardian.
4. Have fully completed homework done and in on the correct day and at the correct time. Unpresented homework must be explained by a note given to the teacher prior to the lesson.
5. Respect school property and take pride in the school buildings and grounds.
6. Wear the school uniforms at all times including school functions.
7. Always show respect for all school staff, visitors and fellow students.
8. Co-operate fully with teachers.
9. Represent the school positively to uphold its good name while within the precincts of the school, including at lunch time and while wearing the school uniform.

10. Understand and obey all the school/classroom rules and regulations.

11. Keep mobile phones and personal audio/digital equipment switched off and at the bottom of their bag during school hours.

Students should not:

1. Interfere with the education of any student by being disruptive or by hindering the progress of the class.
2. Bully or intimidate others verbally, physically or psychologically (including cyber bullying).
3. Interfere with school property or the property of others.
4. Engage in any behaviour that is dishonest, destructive, threatening or anti-social.
5. Eat, drink or chew any food in class or chew gum in any area of the school
6. Leave the school without written permission other than at the main lunch break.
7. Use foul language or be abusive in any way.
8. Interfere with any fire-fighting or safety equipment – students should follow the approved evacuation plan.
9. Smoke within the school or around its boundaries or have in their possession cigarettes, matches, lighters, alcohol, drugs, weapons, solvents or items that could cause disruption or harm.
10. Obstruct, push or walk the wrong way around corridors.
11. Loiter in the toilets at any time or use toilets during class changes.
12. Have in view or use their mobile phones or personal audio equipment during school hours.

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Parents and students show their support for this code by signing the declaration in the student journal. Senior students are asked in addition, to commit themselves to the ideals in the Senior School Contract.

DECLARATION

The staff of Old Bawn Community School is acting in the place of parents and has the right to act as any prudent parent would to ensure the health, safety and well-being and educational progress of the students.

I understand the ethos which the staff and students of Old Bawn Community School wish to create. I also understand that any action by my Son/Daughter that is detrimental to that ethos will result in appropriate sanctions, which may include suspension and expulsion.

My Son/Daughter will at all times support and contribute to that ethos.

Signature(s) of Parent(s)/Guardian(s) **Signature of Student**

1. _____ _____

2. _____

SENIOR SCHOOL CONTRACT

I accept that I am part of a three-way understanding involving myself, my parents/guardians and the school.
I am a full-time student and understand the commitment that is needed to my studies.
As a young adult I want to be fully involved with the decisions which affect me. I accept and value my parents/guardians role in supporting and advising me and I respect the professional guidance and direction of the staff of Old Bawn Community School. I accept that O.B.C.S. wishes to implement both the spirit and the letter of the *Protection of Young Persons (Employment) Act 1996*

I ACCORDINGLY ACCEPT THE FOLLOWING GUIDELINES:

1. I will make every effort to attend all my classes. I will provide a written explanation for any absence. My parents/guardians and myself will discuss any prolonged or unusual absence with the school authorities.

2. I will not undertake any work out of school, which may adversely affect my studies.

3. I will respect the rules and ethos of *Old Bawn Community School.*

4. I will do the work, study and revision set by the teachers.

5. I will take the number of Higher Level courses specified as appropriate.

6. In the event of my being unable to fulfil any of the above conditions, I will negotiate with the school authorities in a positive manner, with a view to implementing the spirit and intention of this contract.

Signature (Student) _____

Signature (Parent/Guardian) _____

Signature (School) _____

Date _____

RULES

CLASSROOM RULES:

The teacher is in charge of the management of the classroom.

The following rules outline the basic standard expected.

Rule 1. Line up outside classroom quietly and on time.
Enter and sit in assigned place with teacher's permission.

Rule 2. Place journal, homework and classroom materials on desk immediately.

Rule 3. Listen attentively and follow teacher's instructions.

Rule 4. Always raise hand and wait for permission to speak.

Rule 5. Each student is responsible for the neatness/condition of his/her desk, chair and surrounding area.

Rule 6. Record homework or classwork topic in journal and leave quietly when dismissed by teacher.

Rule 7. Respect must be afforded to all teachers and fellow students.

THE USE OF THE STUDENT JOURNAL

1. Students must have their Journal, in clear view, on their desks during class time.
2. Students should make a short note, at the end of each class, of the contents and /or homework arising from the lesson.
3. Students should hand their Journals to a teacher when requested.
4. Parents should inspect and sign the Journal every week.
5. The Journal should have the student's name and class clearly written in the correct place. There should be no inappropriate writing or graffiti on the journal.

SAFETY REGULATIONS

Students must not behave in any way that might endanger the Health and Safety of any person within the school or outside the school.

- Students should observe all safety rules of the School.
- Students must observe current fire evacuation procedures and obey teacher's instructions.
- Students must not interfere with any safety equipment such as fire extinguishers, alarm bells or fire hose reels.
- School is by law a smoke free zone therefore students must not smoke in the school or within the precincts of the school.
- Rough play or pushing is dangerous and is forbidden.
- Toxic or dangerous objects such as stink bombs, fireworks or laser pointers must not be brought into the school. Only materials required for school is permitted.

- **NOTE:** Serious disciplinary sanctions will apply to a student who breaches any of the above regulations.

DRESS CODE

Students are expected to be in full school uniform every day and Parents/ Guardians are asked to co-operate with the school authorities in this regard. Good order and security considerations demand that the policy on uniform be strictly enforced.

Students who are out of uniform or wearing an incomplete uniform must have a note of explanation written in the School Journal and signed by Parents/Guardians.

GIRLS

Skirt:	Navy-blue gabardine/terylene **- below knee length**
Slacks:	Navy-blue gabardine/terylene **- no jeans style**
Blouse:	Plain blue cotton/polyester shirt/blouse **-no denim**
Jumper:	V-neck navy-blue jumper with school crest **- no cardigans**
Tie:	Special school tie
Socks:	Navy-blue
Shoes:	Black polishable(flat heeled only)**(no runners)**
Coat:	School jacket with crest

BOYS

Slacks:	Navy-blue gabardine/terylene **- no jeans style**
Shirt:	Plain blue cotton/polyester shirt **- no denim**
Jumper:	V-neck navy-blue jumper with school crest **- no cardigans**
Tie:	Special school tie
Socks:	Navy-blue
Shoes:	Black polishable**(no runners)**
Coat:	School jacket with crest

PHYSICAL EDUCATION

Student require a special uniform for P.E.Class

Boys/Girls Uniform:

Blue or White crested t-shirt, navy-blue shorts / tracksuit, white socks, runners / sports shoes

JEWELLERY:

The following items of jewellery are deemed acceptable to be worn in school

(a) One pair of stud earrings

(b) One watch

(c) One hand ring

Excessive jewellery and facial piercings are inappropriate and dangerous on grounds of health & safety and must not be worn.

Rings or earrings are not to be worn during P.E. classes for safety reasons. Excessive jewellery is inappropriate and may be dangerous in a place of work.

PROPERTY:

Students are responsible for their own property and the school can accept no liability for any loss or damage to same. All students must wear the school jacket, jackets must be carried around in a separate bag. Coats and equipment should be tagged with the name or identity mark of the owner.

ANTI BULLYING STATEMENT

Bullying behaviour will not be tolerated. The following is a summary of the attitude of Old Bawn Community School.

"Treat all staff and fellow students with respect"

Bullying breaks this rule, because if you hurt, threaten or frighten someone you are not treating them with respect.

Bullying is not acceptable and will not be tolerated (ref Anti-Bullying Policy)

You must not:

- hit, kick or push other students
- jeer them or their families
- steal or damage their property
- threaten them in any way

This applies in class, on the corridors, in the grounds and on the way to and from school.

We want Old Bawn Community School to be a place where:

1. Students, staff and parents treat each other fairly and with respect.
2. Bullying behaviour is not tolerated. This includes – name calling, physical, racist or sexist abuse.
3. Students, staff and parents feel safe and are able to report bullying without being afraid.
4. People support each other and problems are resolved.

NEGATIVE REFERRAL SYSTEM

Any behaviour, which is not within the letter and spirit outlined above, will be sanctioned. Gross misbehaviour will result in instant removal from class, followed by suspension and possible expulsion. Gross misbehaviour includes fighting, verbal abuse of staff or other students, malicious damage to property or any behaviour which, in the judgement of a member of staff, is so extreme as to be outside the boundaries which can be dealt with by normal procedures.

The teachers in the classroom, on the corridor and in the precincts of the school will demand good behaviour and work. If students do not respond positively teachers will report the poor response in the student journal. Teachers will set sanction consequences to underline the need for an improvement. A teacher who is concerned about a student's behaviour/ attendance/ work rate/ punctuality etc. may report this in writing to the Assistant Principal. This will be treated as a negative report. A student who accumulates a worrying number of negative reports in his/her journal will be given a yellow card.

First Yellow Card will result in a formal meeting with year head, with appropriate sanctions. If negative reports continue to be a source of concern, a second yellow card will be issued.

Second Yellow Card will result in an informal meeting with year head, parent and teacher(s) (if appropriate). The tolerance of negative reports in the journal will be reduced and the third yellow card issued accordingly.

Third Yellow Card will result in a formal meeting with year head, parents and student. Warning of severe sanctions will be issued. If the worrying trend of negative reports continues the fourth yellow card will result.

Fourth Yellow Card will result in severe sanction. A full conference will be held which may include, year head, parents, relevant teachers, deputy principal and school counsellor.

The Year Head may return student to class pending the holding of this conference.

Fifth Yellow Card will result in a suspension followed by an assessment by the school counsellor. A meeting will take place including year head, deputy principal, parents/guardian and student. The student may not be returned to class without the approval of the principal.

Sixth Yellow Card will result in suspension. A full meeting, to include Principal, will take place.

Seventh Yellow Card indicates a very grave situation. The student will be suspended. The matter will be reported to the Board of Management and the Department of Education and Skills and may result in expulsion from the school.

First Yellow Card
Formal meeting with Assistant Principal
Appropriate sanction given.
Tolerance of Negative reports reduced

Second Yellow Card
Informal meeting with Assistant Principal, Parent & Teacher
Tolerence of negative reports reduced

Third Yellow Card
Formal meeting with Assistant Principal, Parents & Student
Warning of severe sanctions if trend continues.

Fourth Yellow Card
Conference of Assistent Principal, Parents, Teachers & Deputy Principal.
Asst. Principal may return student to class pending this conference.

Fifth Yellow Card
Suspension followed by assessment by school counsellor.
Meeting of interested parties.
Permission from Principal to return to class.

Sixth Yellow Card
Common sanctions as Fifth Yellow Card.
Meeting to include Principal.

Seventh Yellow Card
Grave & irredeemable situation.
Matter reported to Board of Management & Dept. of Education & Skills
Issue conducted on their advice.

REMOVAL OF STUDENTS FROM CLASS

If it is necessary to remove a student from the classroom because of serious disruptive behaviour, the class teacher may seek the co-operation of teacher colleagues in the vicinity. With the co-operation of colleagues, the Deputy Principal can be sent for. The class teacher should fill out a negative report (Year Head referral form).

The class teacher should be as involved as possible in the disciplinary process, have the option to meet the parents of the student involved, and be kept informed about disciplinary measures taken against the student. It is important that students perceive that the Principal, Deputy Principals and Assistant Principals act in partnership with the classroom teacher to implement the Code of Behaviour.

THE TEACHER AND THE CODE OF BEHAVIOUR

One outcome of well understood Code of Behaviour should be the creation of a culture within the school in which certain norms of behaviour and interaction are widely accepted. Courtesy and mutual respect is the hallmarks of these norms. Students are the learners in this situation and will need help and reinforcement in learning these norms. Teachers are the trained professionals and are therefore central to creating and maintaining the atmosphere, in which all can work and learn. A key factor in maintaining a professional position is the ability to keep a certain distance from conflict. The aim of resolving all difficulties so that all parties can learn and be enhanced by the experience is a learning aim and appropriate to an educational institution.

In such an atmosphere teachers can guide, sanction, explain or apologise as appropriate. Where there is no personalised conflict there can be no loss of face. This applies also in inter-staff relationships also.

In working towards such an atmosphere some specific guidelines may be useful. Personal or disparaging remarks, or hints of such, to an individual or group should be avoided. The skilled professional teacher, while in dispassionate control of a situation, will always leave room for a negotiated outcome. However, if a teacher is drawn into a personalised conflict he/she should withdraw from it as soon as possible and share the resolution of the situation with an appropriate colleague.

In relationships with other teachers a guideline of mutual professional respect should indicate appropriate behaviour in almost all situations. If you treat colleagues, as you would wish to be treated yourself some basic norms become clear. Any inter-staff conflict would be resolved discreetly and privately in such an atmosphere. In calling to a classroom, in dealing with another teacher's students, at staff meetings and in numerous other situations basic courtesy will guide action. In situations where teachers are working as a team, such as exam supervision and break supervision, all will play and equal part if guided by a spirit of mutual respect.

It requires particular sensitivity to assist another staff member who may appear to be having difficulty with students. Basic courtesy and a spirit of mutual support requires us to assist in such a way as to have that

teachers tacit acceptance, to act discreetly in support in such a way as to enhance rather than lessen that teachers standing.

The creation of a culture of clearly accepted norms, inspired by a spirit of mutual support, needs constant evaluation and development. It is to the benefit of all staff to be involved and interested in creating the best possible working and learning conditions for all.

CLASSROOM MANAGEMENT

Teachers are autonomous professionals who have their own successful strategies for managing their students. The following have proven to be some of the more successful strategies for the management of the classroom environment.

General Do's and Don'ts:

1. Do not sanction the whole class for the misdeeds of a few unless there is a clear peer group complicity / encouragement of the misdeed.

2. Do not compare / contrast students with family members.

3. Do praise / encourage when possible – praise work, behaviour, achievement but not the person themselves.

4. Choose a confrontation carefully. Always use language that is firm, adamant but polite that focuses on the student's behaviour but not on his / her personality.

5. Avoid a confrontation with a difficult individual if their conduct is not disturbing others. You can always approach that student later.

6. Always leave a way back for a student. Impose the sanction which may be in the form of written work, get it back and leave the incident in the past.

7. If you have had strong words with a student about their poor effort or behaviour, try to say "Goodbye John" or "See you tomorrow" at the end of the lesson. Be strict but human.

Ideas for Classroom Management:

Develop and adhere to a predictable, efficient routine in the management of your work place i.e.:

(a) Start and finish the lesson on time.

(b) Admit and dismiss class methodically.

(c) Use a seating plan that is not deviated from.

(d) Use your professional judgement in organising your seating plan

i.e. potentially disruptive students who play to the audience could be seated outside visual range of class e.g. in corner at rear.

Students with a propensity to dominate should not be placed beside shy students.

Students who are easily distracted should be placed near the blackboard – not near the window.

Use gender balance to evoke a good atmosphere when allocating seats.

Make students responsible for the condition of their desk and chair.

TUTOR'S ROLE

Main Points

- Assume a responsibility for the pastoral, academic and social development of your class.
- Keep classes informed, e.g. meetings, exams, school calendar etc.
- Check and sign journals on a weekly basis, encourage good presentation of journal. Make sure it is signed every week. Return weekly check list to Student Development Officer.
- Keep Student Development Officer informed of irregular attendance.
- Keep Assistant Principal informed through yellow card system (write up notes or refer numbers of notes). Record items in the journal i.e. by photocopying if Report bi-weekly on agreed template.
- Be a source of support for students.
- Inform Deputy Principal if you feel students are at risk, or if you become aware of any unusual circumstances.

THE ROLE OF THE ASSISTANT PRINCIPAL IN THE CODE OF BEHAVIOUR

The role of the Assistant Principal in implementing the Code of Behaviour is essentially to act in partnership with a wide range of staff members.

The first stage of the partnership is with the Student Development Officer and the team of Class Tutors assigned to the particular year group. This involves close liaison to support and encourage the work of the Class Tutors. The day to day activities here are concerned with communication about students in relation to home background or special family circumstances. The more formal work concerns the implementation of both the negative and positive referral systems, i.e. checking journals and stamping yellow cards and distributing and keeping records or merits students have achieved (Junior Students only).

As part of the negative referral system the Assistant Principal may administer a range of sanctions to misbehaving students. These could range from a verbal reprimand, written work, detention, to ultimately recommendation of suspension to the Principal. The Assistant Principal also keeps in close contact with both the Deputy Principal and the Principal in relation to discipline matters. All potential suspensions must be discussed with the Principal, and in his absence the Deputy Principal, and be operated in the interests of justice and fairness. The positive referral system also involves both Deputy Principal and Principal when students achieve beyond 35 merits.

The other principle party the Assistant Principal involves in the Code of Behaviour is student's parents. This contact may range from a note in the journal, a phone call to a formal meeting to discuss a student's situation either to prevent an escalation of sanctions or on return from a suspension. Fair and just implementation of the Code may from time to time involve contact with other school personnel who may be in a position to provide additional insight into difficult students or situations. These would include the Guidance Counsellor, school Chaplain, SDO, Tutor and class Teachers. As well as the personal contact involved with such a wide range of personnel in making the Code of Behaviour work, Assistant Principal's must also keep accurate and detailed records of every step of the process. Copies of yellow cards must find their way to students' files, meetings with parents must be recorded and reports on particular students or situations may have to be submitted at intervals to the Principal or the Board of Management.

THE ROLE OF THE DEPUTY PRINCIPAL

The Deputy Principal has a special role in support of the Assistant Principal. The formal stages of this support are outlined in the stages of referral.
On another level the Deputy Principal supports the Code of Behaviour and the Assistant Principal in particular by being available to discuss issues and difficulties. The Deputy Principal has a role in counselling and advising students both formally and informally.

The Deputy Principal also has a role in meeting parents in conjunction with the Assistant Principal and/or other teachers. The Deputy Principal has a role with whole staff through his/her contribution to improved classroom management, both informal and structured.

THE ROLE OF THE PRINCIPAL

"The Articles of Management 10(ii) state that the Principal shall have power, for any cause which he /she judges adequate to dismiss, subject to the approval of the Board, or to suspend pupils from attendance but on the dismissal or suspension of any student the parent shall be informed that he or she has the right to appeal to the Board. Suspension is a serious sanction and should only be imposed by the Principal in cases where other efforts to resolve a disciplinary situation have failed, or where the nature of the incident dictates that the student be removed from the school immediately." (Ref. 7.35 Tagairt A.C.C.S.)

In addition to that stated above the Principal has a role to support/advise and counsel students formally and informally. He/She will be available to support class Teachers, class Tutors, Assistant Principals (year heads) and Deputy Principals in all stages of the referral system, to the enhancement of classroom management and the learning environment.

The Principal has a role in being available to Parents/Guardians to discuss/advise on all matters related to their son/daughters education and welfare. The Board of Management will at all times be kept fully informed on all matters relating to school discipline through the Principal.

STRATEGIES / SANCTIONS

Strategies and Sanctions fall into five groups:

Group 1 (available to all teachers)

- Reasoning with student
- Written punishment work (signed by parents/guardians)
- A note of apology (signed by parents/guardians)
- An explanation/report (signed by parents/guardians)
- Confiscation of item until matter is resolved
- Student to make good the loss/damage caused by him/her
- Detention (where detention is used at least 24 hours notice must be given in writing)
- Referral to Assistant Principal
- Communication to parents/guardians (note in journal or letter or phone call to parents/guardians)
- Change position in class
- Contact parents

Group 2 (available to Assistant Principals)

In addition to the sanction and strategies available in Group One:

- Reasoning with students
- Provide support for teachers
- Formal / informal interview (letters to parents/guardians)
- Payment for damage/loss
- Withdrawal from class
- Smoking – Yellow card on negative referral system
- Fighting – parents/guardians requested to collect students with Deputy Principal' permission
- Formal interviews – students, parents and teachers
- Conduct sheet (signed by parents/guardians)
- Interim Report
- Counselling
- Review of student file
- Contract of behaviour between students and school
- Change of class
- Writing of Yellow Card
- Removal of privileges e.g. extracurricular involvement
- Community task

Group 3 (available to Deputy Principal)

- Provide support for Assistant Principal
- Formal and informal counselling
- All sanctions available to Assistant Principal
- Withdrawal from class

Group 4 (available to Principal)

In addition to the sanctions and strategies available in Groups 1 and 2

- Provide support for Assistant Principal and Deputy Principal
- Formal interview with parents/guardians
- Formal reporting to Board of Management
- Suspension and notification to Department of Education
- Reduced timetable

Group 5 (available to Board of Management)

In addition to sanctions and strategies available in Groups 1 – 4

- Formal warning from Board of Management
- Expulsion

SUSPENSIONS

Suspension may be used as a sanction under the Code of Behaviour. Suspension should be a proportionate response to the behaviour that has caused concern. Normally other intervention will have been tried before suspension. The decision to suspend a student will be based on serious grounds such as:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The students continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for damage to persons or property.
- Any serious behaviour that cannot be dealt with through less serious sanctions.

A single incident of serious misconduct may be grounds for suspension.

FORMS OF SUSPENSION

Suspension as a sanction is available at any stage on the Negative Referral System subject to grounds listed above. Suspensions are broadly divided into two main categories:

1) Automatic suspension at stage 5 and 6 of the Negative Referral System.
2) Gross Misbehaviour, a suspension which necessitates immediate removal from the school.
3) Suspension as a sanction on Negative Referral System.

PROCEDURES FOR SUSPENSION

1) ***Automatic suspension / suspension as a sanction***
   - Parents will be invited to meeting with Year Head/Deputy Principal or Principal.
   - Parents will be given an opportunity to respond.
   - Notice of suspension will be given to parents in writing including informing them of their right to appeal.

2) ***Gross Misbehaviour***
   - Report of Negative behaviour received.
   - Preliminary investigation by Year Head/Deputy Principal/Principal
   - Principal authorises use of suspension as sanction.
   - Parents are contacted and requested to collect the student.
   - Notice of duration of suspension given to parents in writing including their right of appeal.
   - Formal investigation to take place.
   - Formal meeting with Year Head/Deputy Principal/Principal and parents prior to the return of the student to class.

PERIOD OF SUSPENSION

The Board of Management has delegated the authority to the Principal to suspend for up the three days.

The Board of Management reserve the authority to suspend for longer periods.

The period of suspension will be clearly communicated to the parents in writing.

The duration of suspension will be appropriate to the misbehaviour.

Students who have accumulated six days suspension in any given year will be reported to the National Education and Welfare Board.

APPEALS

Suspensions may be appealed to the Board of Management. In the case where a student has accumulated twenty days suspension, the parents/guardians may appeal the suspension under Section 29 of the Education Act 1998.

The Board of Management reviews suspension monthly.

EXPULSION

Expulsion of a student is a very serious step and will only be considered by the Board of Management. Expulsion will only be considered as a proportionate response to the student's behaviour and after significant steps have been taken to address the misbehaviour to attempt to avoid expulsion of the student.

These interventions may include, as appropriate:

- Involving parents
- Promoting / developing student responsibility
- Ensuring all other options has been tried.
- Seeking the advice of an outside agency.

A proposal to expel a student requires serious grounds such as:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or the teaching process.
- The students continued presence in the school constitutes a real significant threat to safety.
- The student is responsible for serious damage to persons or property.
- The student has reached the end of our Negative Referral System and their behaviour continues to be of a serious and persistent negative nature.

There may be exceptional circumstances when a student may be expelled for a first offence and such offences may include:

- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.
- Sexual assault.

Expulsion Procedures

Old Bawn Community School will follow for procedures under section 10-3 and 10-4 of the Education (Welfare) Act 2000 when considering the use of expulsion.

The procedure for expulsion is:

1. A detailed investigation to be carried out under the direction of the Principal. The Principal will produce a report and consult with the parents giving them every opportunity to respond. Where the Principal forms the opinion that expulsion should be recommended the Principal will present a copy of the report to the parents and invite them to the Board of Management meeting where the expulsion will be considered.

2. **Recommendation and Consideration of Expulsion Proposal.**
   The Principal will present the report to the Board of Management while the parents are present. A recommendation for expulsion will be presented to the Board. The parents will be given an opportunity to respond either orally or in writing.

3. **Board of Management Deliberations and Decisions**

The Principal and the parents leave the room and the Board of Management will make its decision. Having finished its deliberation if the Board form the opinion that the student is to be expelled, the Secretary of the Board will inform the parents and the Education Welfare Officer in writing of the Boards decision. Parents will be informed of their right to appeal under Section 29 of the Education Act October 1998. The student shall be duly expelled after twenty days have elapsed after notification is received by the Education Welfare Officer.

4. **Consultation with Education Welfare Officer**

Within twenty days a meeting will be convened under Section 24 of the Education (Welfare) Act 2000 between the Education Welfare Officer, parents and the Principal.

5. **Confirmation of Decision to Expel**

When the twenty days has elapsed and the Board of Management remains of the view that the student should be expelled. The Board of Management will confirm the expulsion. All parents or students over the age of eighteen have the right to appeal an expulsion under Section 29 of the Education Act 1998. The Board of Management will review the use of expulsion annually.

SUMMARY / MAIN POINTS

TEACHERS	*	Know and apply Code of Behaviour
	*	Apply own discipline sanctions
	*	Record in journal
	*	Record merits
	*	Keep personal records
		Use agreed system
TUTORS	*	Take note points re The Tutor Role
	*	Refer to Code of Behaviour in September
	*	Use agreed system
ASSISTANT PRINCIPAL	*	Respond to referrals
	*	Keep teachers / tutors informed
	*	Keep accurate student records
	*	Keep Deputy Principals and Principal informed
	*	Teach Code of Behaviour at assembly in September
	*	Use agreed system
DEPUTY PRINCIPAL	*	Support, advise Teacher, Tutor, Assistant Principals
	*	Keep informed of ongoing difficulties (on a formal basis)
	*	Use agreed system
PRINCIPAL	*	Support, advise, Teacher, Tutor Assistant Principals
	*	Keep informed of ongoing difficulties (on formal basis)
	*	Refer to Code of Behaviour every September on our return to school. Revaluate in March as required. Use the agreed system.